R E P O R T R E S U M E S

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AN EDUCATIONAL PROGRAM FOR A JUNIOR COLLEGE LOCATED IN SOUTH CENTRAL LOS ANGELES.

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THE SOUTH-CENTRAL SECTION OF LOS ANGELES PRESENTS A UNIQUE JUNIOR COLLEGE SITUATION, ENCOMPASSING THE POOREST SECTION OF THE COUNTY, WITH INADEQUATE PUBLIC TRANSPORTATION, AND WORLDWIDE RECOGNITION FROM THE 1965 "WATTS RIOTS." EMPLOYMENT IS LARGELY MANUFACTURING AND TRADE, ALTHOUGH MANY OF THE RESIDENTS WORK IN SERVICE FIELDS. MANY TRAVEL GREAT DISTANCES TO WORK. A SURVEY OF 12TH-GRADE STUDENTS INDICATES THAT A MAJORITY INTEND TO GO TO A TRADE SCHOOL OR A JUNIOR COLLEGE. VERY FEW APPEAR TO BE INTERESTED IN SCIENTIFIC FIELDS. STATED VOCATIONAL GOALS INDICATE A GREAT NEED FOR VOCATIONAL COUNSELING. IT IS HOPED THAT THE COUNSELING RATIO WILL BE 250 TO 1. APTITUDE TESTS GIVEN AT THE POTENTIAL FEEDER HIGH SCHOOLS INDICATE THAT APPROXIMATELY 39 PERCENT OF THE INCOMING STUDENTS WOULD BE ON A PROBATIONARY STATUS AND IN NEED OF SPECIAL REMEDIAL PROGRAMS. IN ORDER TO ALLEVIATE THE PROBLEM OF DE FACTO SEGREGATION, IT IS SUGGESTED THAT THIS COLLEGE MIGHT OFFER COURSES NOT GIVEN AT OTHER COLLEGES, AND THUS DRAW STUDENTS FROM OTHER AREAS. THE COLLEGE SHOULD SERVE THE COMMUNITY IN PROVIDING MEETING PLACES, ATHLETIC FACILITIES, AND AN ADULT EVENING SCHOOL. (HS)

ED010948

AN EDUCATIONAL PROGRAM FOR A JUNIOR COLLEGE LOCATED IN SOUTH CENTRAL LOS ANGELES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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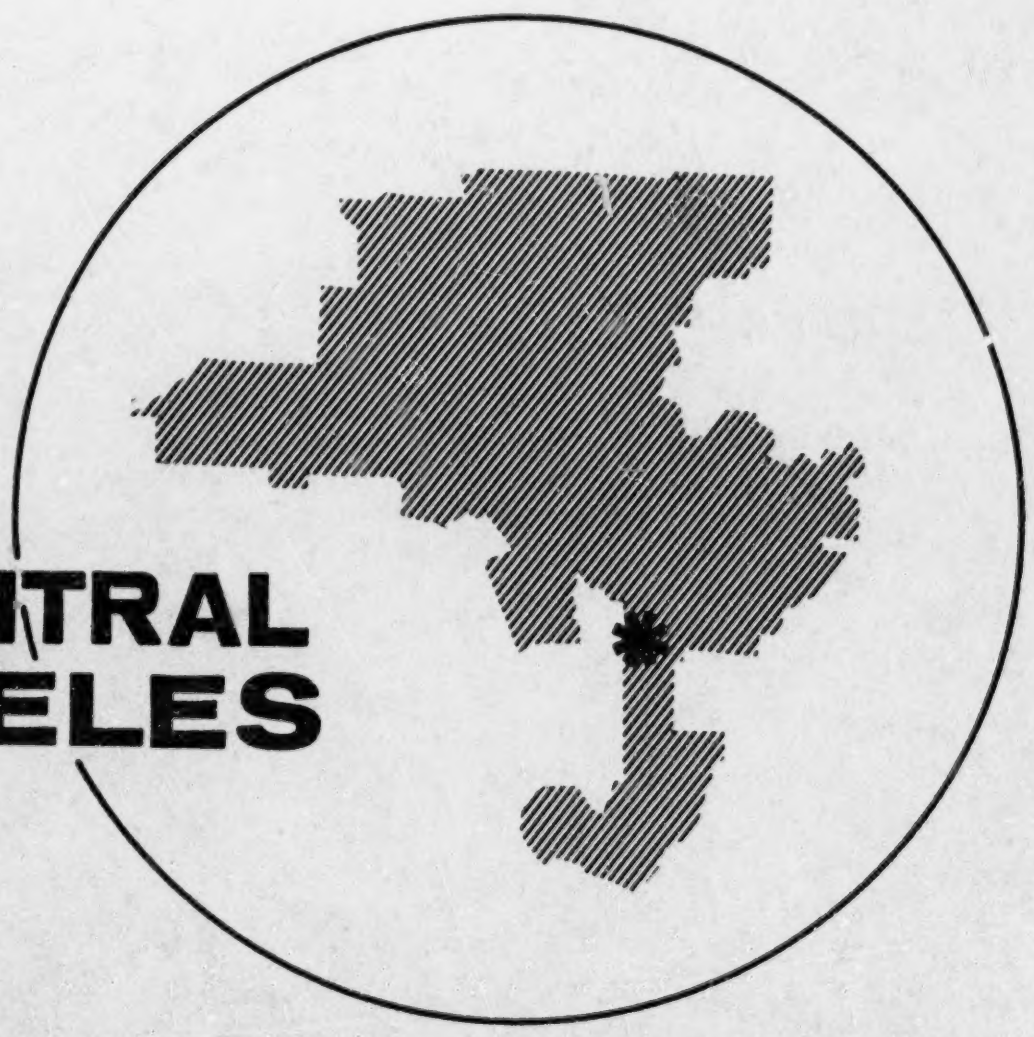

SOUTH CENTRAL LOS ANGELES

A study prepared for the Los Angeles City Junior College District

Robert E. Horton • February 1, 1966

JC 660 027

February 1, 1966

Mr. Walter T. Coultas
Assistant Superintendent
Division of College and Adult Education
450 North Grand Avenue
Los Angeles, California 90054

Dear Mr. Coultas:

On October 18, 1965, you directed me to make a study and prepare a report on an educational program suitable for the new junior college being planned to serve the south-central area of Los Angeles. The report was to be submitted on March 15, 1966. In a meeting on November 18, 1965, the Junior College Committee of the Board directed that the report be completed and available to the architect by February 7, 1966. The attached report is submitted as directed.

It should be noted that the data obtained during the study and conclusions therefrom leading to the recommended educational program have been presented to the Advisory Committee and discussed at length with them. Substantial agreement on the essential features of the program was achieved. The findings and recommendations have also been discussed with the members of the College Curriculum Coordinating Council, the college presidents and personnel of the Educational Housing Branch.

The attached report is respectfully submitted for your consideration.

Sincerely,

Robert E. Horton

Robert E. Horton
Dean of Educational Services

REH:kl

Enclosure

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I. INTRODUCTION

A community college is controlled by a local board, financed in the main by local taxes, and exists for the purpose of serving the students and citizens of a local community. Therefore, when a new community college is to be established, it is imperative that the educational needs of the community be determined as accurately as possible and that the educational offerings of the college be designed to meet these needs. This study was made to obtain up-to-date information concerning the post high school educational program which would serve most adequately the south-central area of Los Angeles.

The study is reported in three parts, the distinctive features of the community to be served, the characteristics of the student population who would attend the college, and a description of an educational program which would serve the community and student needs effectively. The scope of this study along with information already known in the Los Angeles City Junior College District appears to be adequate to justify the conclusions leading to the educational program recommended by this report. However, as additional safeguards, the recommended program has been presented to and discussed at length by an Advisory Committee of civic and business leaders in the community, by the College Curriculum Coordinating Committee of the district, and by the seven college presidents of the district.

The study was made during the months of November and December, 1965, and January, 1966. Information about the community was obtained from political leaders, members of civic groups, business and industry representatives, and from records of the 1960 Census and the California State Employment Service. Information about the students was collected by means of a survey of 12th grade students in the area, from counseling

staffs at the local high schools, and from entrance statistics kept by the existing colleges of the district on students coming from the south-central area of Los Angeles. Additional data on student aptitudes and educational achievement levels were obtained from the Measurement and Evaluation Section of the district.

It is important that the development of the south-central junior college not proceed in a vacuum. Relationships with other educational, civic, and business activities need to be carefully cultivated. On this matter the McCone Commission report* says in part, "Finally there is an apparent lack of coordination between many training programs and the job opportunities. All too often a youth in the south-central area goes through training, acquires the necessary skill to fill a job only to find that no job awaits him. The results are disastrous. ("Train for what?" he says to his friends.)"

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*Report of the Governor's Commission on the Los Angeles Riots, December 2, 1965, page 43.

II. THE COMMUNITY

1. Geographic Features. The community to be served by the college to be located at the corner of Imperial Highway and Western Avenue is approximately the region bounded on the east by the Long Beach Freeway, on the north by the Santa Monica Freeway, on the west by Crenshaw Boulevard and on the south by 190th Street. This area includes the entire "curfew area" of the August, 1965, riots. However within this area two regions, one in the El Camino Junior College District and another in the Compton Junior College District, must be excluded from consideration.

The area includes a number of residential communities as well as a considerable portion of the heavy industry of the city of Los Angeles. With the exclusion of Inglewood and Hawthorne areas (in the El Camino District) the majority of the residents of the area are from minority ethnic groups, mostly negroes. There are no geographic barriers to transportation within the area. However, the size of area, 20 miles from north to south and 10 miles from east to west, along with the inadequacy of public transportation is indicative of the transportation problem that will exist for the predictable future.

Freeways virtually bound the region. One freeway, the Harbor Freeway, bisects the area, running from north to south boundaries. A new freeway will be constructed that borders on the campus site and will provide east-west transportation. Thus, access to the college by private automobile will be relatively easy from most parts of the area to be served.

The campus site is about nine miles from the ocean with no intervening hills. Therefore the climate is relatively mild in both winter and summer. The Los Angeles International Airport is located five miles west

and slightly north of the campus site. The main aircraft traffic pattern for jet aircraft is about a mile north of the site. The location of the traffic pattern does not appear to present a serious problem for the new college except for any kind of speaking or musical event held out of doors.

There are virtually no low cost multiple dwelling units of the type used by college students located near the campus site. It must be assumed that most students attending the new college will live in their own family homes.

2. Economic Features. The area served by the new college contains a large number of the poorest citizens of Los Angeles County. "Watts, Avalon, Boyle Heights, and East Los Angeles--these rank least favorably in the county with respect to the following criteria: family income, male unemployment, education, family status, housing, the ratio of youth and aged to productive adults, and the status of youth in terms of neglect and delinquency." This quotation from the McCone Report* clearly indicates one of the major economic features of the area.

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*Ibid. page 49

Information obtained from the California State Employment Service indicates that the residents of the "curfew area" are among the most mobile in Los Angeles County in terms of the number who travel out of their residential area for employment and the distances which they travel to these jobs. The nature of their employment appears in Table 1. The residents of the area find jobs mainly as craftsmen, operatives, and in service occupations. The number in professional, technical, managerial, and clerical positions is quite low in comparison to other groups.

TABLE 1

OCCUPATIONAL DISTRIBUTION

OF EMPLOYED WORKERS

1960

Percent Distribution	L.A. County	South Central Area	East Los Angeles
All Occupations	100.0	100.0	100.0
Professional and Technical	14.1	3.3	5.6
Managerial and Officials	9.9	2.6	4.1
Clerical and Kindred	17.5	9.2	13.6
Sales	8.0	2.4	4.5
Craftsmen	13.8	11.1	13.3
Operatives	17.1	31.5	35.9
Private Household	1.9	5.1	0.7
Service, except P. H.	7.8	14.2	7.0
Laborers	4.0	9.8	8.2
Not reported	5.9	10.8	7.1
Total	2,373,691	49,486	63,986
Professional and Technical	334,155	1,633	3,578
Managerial and Officials	236,443	1,285	2,622
Clerical and Kindred	414,402	4,578	8,686
Sales	189,550	1,169	2,882
Craftsmen	328,363	5,507	8,528
Operatives	406,572	15,571	22,982
Private Household	45,568	2,503	436
Service, except P. H.	185,019	7,038	4,482
Laborers	93,949	4,876	5,242
Not reported	139,670	5,326	4,548

Source: U. S. Censuses of Population and Housing: 1960, PHC (1)-82
Census Tracts: Los Angeles-Long Beach, California

TABLE 2

COLLEGES NEAREST TO SOUTH-CENTRAL SITE

Junior Colleges	Approximate Distance
El Camino	4½ miles
Compton	6½ miles
West Los Angeles	8 miles
Los Angeles Trade-Technical	8 miles
Los Angeles Harbor	12 miles
Los Angeles City	13 miles
East Los Angeles	14 miles
Santa Monica City	13 miles
Cerritos	15 miles
Long Beach City	15 miles
4-Year Colleges and Universities	
Pepperdine	4½ miles
University of California, Los Angeles	15 miles
University of Southern California	7 miles
California State, Los Angeles	15 miles
California State, Long Beach	18 miles
California State, Palos Verdes	not located

TABLE 3

HIGH SCHOOLS NEAREST TO

THE SOUTH-CENTRAL SITE

	Approximate Distance
Bell High School	9 miles
Crenshaw High School	6 miles
Dorsey High School	8½ miles
Fremont High School	5 miles
Gardena High School	5½ miles
Huntington Park High School	8 miles
Jefferson High School	8½ miles
Jordan High School	5½ miles
Manual Arts High School	7 miles
South Gate High School	7 miles
Washington High School	½ mile
Westchester High School	9 miles

TABLE 4

ADULT SCHOOLS NEAREST TO

THE SOUTH-CENTRAL SITE

	Approximate Distance
Dorsey Adult School	8½ miles
Fremont Adult School	5 miles
Gardena Adult School	5½ miles
Huntington Park Adult School	8 miles
Jefferson Adult School	8½ miles
Jordan Adult School	5½ miles
Manual Arts Adult School	7 miles
South Gate Adult School	7 miles
Washington Adult School	½ mile
Westchester Adult School	9 miles

3. Neighboring Educational Institutions. A community college is affected by other schools and colleges in its neighborhood and also needs to relate to these institutions. Table 2 lists the two-year and four-year colleges that are closest to the Imperial and Western site. It is necessary to develop transfer programs that are articulated with the four-year colleges to which graduates of the community college will go after completing lower division work. It is likely that most transfer graduates will go to the State Colleges--the Palos Verdes, Long Beach, and Los Angeles in that order. A few of the students will transfer to a campus of the University of California; relatively few will be able to transfer to private universities because of the tuition expense.

Five of the nearby junior colleges are members of the Los Angeles City Junior College District. Relationships and coordination with these colleges are maintained through the district junior college office. Such close coordination does not need to be maintained with the out-of-district junior colleges. However, as Compton College and El Camino College are located so near to the Imperial and Western site, some care should be exercised to prevent unwanted interference.

The major portion of new students enrolling at the new college will be graduates of the high schools in the Los Angeles Unified District. Table 3 shows all such schools within a ten-mile radius of Imperial and Western. The new college will undoubtedly have an evening program. This will have an impact on the adult schools in the vicinity. These are indicated in Table 4.

4. Employment Opportunities. At the present time the residents of the area served by the college are in large part employed in manufacturing occupations. This is followed in importance by wholesale and retail

trade, then service occupations. The distribution of employment of a representative sample of the population appears in Table 5. Although these figures are current, they are only suggestive of the possible employment patterns that will exist after the college is built.

Table 6 is a compilation of the occupations for which employees are in short supply. As these occupations do not require a four-year college degree, they have implications for the two-year terminal programs that might be offered at the new college. Preparation for most of these shortage fields could be achieved at a junior college. It is also not difficult to predict a rise in employment in the para-medical services with the implementation of government medicare programs. It is also likely that the needs for the law enforcement agencies will increase.

TABLE 5

COMMUNITY LABOR MARKET SURVEY[c]

SOUTH-CENTRAL AREA

Areas Included in Community: Bounded by Alameda Avenue on east, Imperial Highway on south, Harbor Freeway on west, and Slauson Avenue on north.

Employment[a] by Industry

Industry	July 1964	Per Cent
Total	41,500	100
Contract Construction	1,200	3
Manufacturing	19,700	47
Durable Goods	11,500	
Nondurable Goods	8,200	
Transportation, Communication, and Utilities	1,200	3
Wholesale and Retail Trade	7,700	19
Finance, Insurance, and Real Estate	400	1
Service	7,500	18
Government[b]	3,800	9

(a) Employment figures include wage and salary workers, self-employed, unpaid family workers, and domestics.
(b) Includes all civilian government employees regardless of the activity in which engaged.
(c) From California Department of Employment.

TABLE 6

SHORTAGE OCCUPATIONS IN THE LOS ANGELES

METROPOLITAN AREA NOT REQUIRING A B. A. DEGREE

MARCH, 1965

Occupation	Code	Remarks
Nurse	0-33	Eligible for California registration
Dietitian	0-39.39	ADA registration required
Medical Technician	0-50.01	California registration required
X-ray Technician	0-50.04	National registration preferred
Licensed Vocat. Nurse	0-52.83	California license required
Library Assistant	1-20	Moderate demand
Insurance Salesman	1-57	
Housekeeper, Live-in	2-03	
Maid, Live-in	2-06.11	
Policeman	2-66.23	Meet civil service standards
Sheriff and Bailiff	2-67	Pass written and physical examination
Child Monitor	2-07.01	Part-time and at night
Stenographer	1-37.12	
Typist	1-37.32	
Draftsman	0-48	

Note: Jobs requiring apprenticeship not included

Source: California Department of Employment, April, 1965, Trend Summary

III. THE STUDENTS

1. How Many Students. An estimate of how many students will attend a new junior college during the first few years of its operation must be based primarily upon the number of high school graduates from nearby schools. Students attending a junior college come from four sources: former students of the college, transfers from other colleges, high school graduates, and adults who are not high school graduates. It may be assumed that not many students will transfer from an established college to the new one. Non-high school graduates form only a small number at any junior college. Finally, re-entering and continuing students will exist only after the opening semester.

Table 7 shows an estimate based on the most recent data available of the graduates from those high schools most likely to send significant numbers of graduates to the new college. A study of admissions and enrollment data of the existing junior colleges in Los Angeles shows that total day enrollment is approximately 2 to 2.25 times the annual input of high school graduates. This figure includes retention, attrition, and enrollment from other sources. Using this as a criterion, the estimate of an annual input of from 800 to 900 high school graduates implies a total day enrollment of between 1,600 and 1,800 students after two years.

2. Contributing High Schools. The data in Table 7 is based upon the most recent statistics in the district and the proportionate estimate involving the relative distances of these high schools from both the Imperial and Western site and other junior colleges in the Los Angeles District. Such factors as tradition, social status, and specialized offerings will influence the choice of the graduates of even those high schools nearest the site. The possibility that the new college may become virtually a

TABLE 7

ESTIMATED ANNUAL INPUT

FROM LOS ANGELES SCHOOLS

	Fall 1964	Spring 1965	Year
Dorsey			
Total Grads	520	168	688
No. to LAJC's	199	113	312
Est. to So. Cen. (1/4)			78
Fremont			
Total Grads	509	203	712
No. to LAJC's	196	141	337
Est. to So. Cen. (2/3)			224
Gardena			
Total Grads	533	150	683
No. to LAJC's	140	55	195
Est. to So. Cen. (2/3)			130
Jefferson			
Total Grads	300	120	420
No. to LAJC's	109	64	173
Est. to So. Cen. (1/3)			58
Jordan			
Total Grads	232	122	354
No. to LAJC's	67	35	102
Est. to So. Cen. (2/3)			69
Manual Arts			
Total Grads	472	203	675
No. to LAJC's	207	120	227
Est. to So. Cen. (1/3)			76
Washington			
Total Grads	698	211	909
No. to LAJC's	193	103	296
Est. to So. Cen. (4/5)			237
Est. Total From L. A. High Schools			872

segregated school with mostly minority group students in attendance could also affect the size of the permanent student enrollment. However, these factors are imponderables which cannot be measured accurately, yet they must not be disregarded.

Students from private high schools and from high schools in other districts and even other states can be expected to attend the new college. In the first year or two of its operation the number of such entrants is not likely to be large. In fact, the lack of prestige and tradition of a new institution may well hold down enrollment figures even below rather conservative estimates.

3. Educational Goals. The educational and vocational goals of the students who will attend the new college will in large measure determine which educational offerings will succeed. A survey of approximately 2,000 twelfth-grade students from the four nearest high schools was made in order to obtain sample data on these student characteristics. The questionnaire used was taken from the survey of educational needs in the San Fernando Valley conducted in 1961 by Donald D. Dauwalder. It was considered desirable to be able to compare the present findings with those of a different segment of the city. A copy of the questionnaire used appears in the appendix of this report.

Table 8 shows the principal findings regarding educational goals of twelfth-grade students at the four high schools used as the sample. Table 9 is a summary of this same data for the total group surveyed. The first important fact observed was that virtually all students indicated an educational goal beyond the high school. Only 103 students in the entire sample did not intend to pursue education in one of the three kinds of post high school institutions listed in the questionnaire. Thus, 95 percent of the

TABLE 8

STUDENTS EDUCATIONAL PREFERENCE

FOUR HIGH SCHOOLS

Educational Goals	Jordan No.	%	Washington No.	%	Fremont No.	%	Gardena No.	%
Trade Schools		28%		15%		27%		17%
2-Year College		43%		45%		44%		43%
4-Year College		29%		40%		29%		40%
4-Year College Major								
Humanities		18%		39%		17%		22%
Sciences		31%		19%		13%		21%
Professional		20%		13%		9%		11%
Other		31%		28%		61%		47%
Junior College Plans								
L A City College	55	32%	132	39%	173	36%	19	5%
L A Trade-Tech.	21	12%	10	3%	67	14%	7	2%
L A Harbor	21	12%	69	20%	83	18%	154	38%
L A Valley	2	1%	2	-	1	-	1	-
East L A	15	9%	13	4%	56	12%	-	-
L A Metro.	8	5%	8	-	38	8%	-	-
Other	43	25%	99	29%	37	8%	207	52%
None	6	4%	4	1%	19	4%	13	3%

TABLE 9

STUDENTS EDUCATIONAL PREFERENCE

SUMMARY

Educational Goal	Number	Percent
Trade School		20%
2-Year College		44%
4-Year College		35%
4-Year College Major		
Humanities		24%
Sciences		19%
Professional		12%
Other		45%
Junior College Plans		
L A City College	379	27%
L A Trade-Tech.	105	8%
L A Harbor	327	24%
L A Valley	6	-
East L A	84	6%
L A Metro.	54	4%
Other	386	28%
None	42	3%
Total	1383	

seniors intend to attend either a trade school or college after graduation.

A considerably higher percentage of student surveyed plan to go to a junior college than to a four-year college. In fact, only about one-third of the students plan a four-year program. Of these, only 19 percent plan to pursue a degree program in one of the sciences. The largest number indicated one of the business specialties as their major subject field. The humanities and business majors account for about two-thirds of the students' choices.

It is instructive to examine the junior colleges that the students sampled plan to attend. The figures in Table 8 indicate that the students tend to go to the junior college located nearest to their high school. Another important point is that over one-quarter of these students plan to attend a junior college outside the Los Angeles District; principally either El Camino College or Compton College. If the numbers of graduates of the high schools in the area actually attend the Imperial and Western campus as estimated in an earlier part of this study, both Los Angeles City College and Harbor College will feel the impact. It is possible that faculty transfers will be required to equalize the student-teacher ratio.

It should also be noted that a few students are willing to travel long distances to attend a junior college of their choice. They may even pass by another Los Angeles junior college in their daily journey to the more distant college.

4. Vocational Goals. Responses to the questionnaire by the students reveal some pertinent data about their career preferences. The questions regarding vocational choice were asked in two ways, one requiring the naming of a specific career job and the other requiring the student to indicate whether or not he was oriented toward a technical specialty and,

TABLE 10

STUDENTS' VOCATIONAL PREFERENCE

FOUR HIGH SCHOOLS

	Jordan		Washington		Fremont		Gardena	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Career Preference								
Business	32	13%	74	16%	190	29%	103	20%
Sciences	38	16%	43	10%	29	4%	10	3%
Professions	54	23%	147	33%	115	18%	174	34%
Other	114	48%	181	41%	316	49%	219	43%
Technician Specialty								
Yes	149	65%	220	54%	383	63%	239	43%
No	79	35%	188	46%	228	37%	251	51%
Accounting	10	5%	17	6%	25	6%	19	6%
Aircraft Technician	9	5%	7	3%	18	4%	9	3%
Architecture	7	4%	16	6%	21	5%	18	6%
Auto Mechanic	19	10%	2	-	22	5%	13	4%
Building Trades	3	2%	6	2%	9	2%	7	2%
Business	35	18%	51	18%	76	18%	32	11%
Commercial Artist	9	5%	12	4%	16	4%	9	3%
Dental Technician	4	2%	13	5%	10	2%	16	5%
Draftsman	10	5%	14	5%	34	8%	16	5%
Electronic Technician	17	9%	20	7%	31	7%	22	7%
Engineering Technician	14	7%	7	3%	17	4%	18	6%
Food Store Management	2	1%	2	-	3	-	4	1%
Medical Technician	5	2%	7	3%	6	1%	13	4%
Music-Commercial	1	-	8	3%	9	2%	5	1%
Nursing	15	8%	13	5%	31	7%	15	5%
Police Science	5	2%	21	8%	10	2%	16	5%
Printing	7	4%	10	4%	11	3%	6	1%
Secretarial Science	7	4%	20	7%	40	9%	23	7%
Other	14	7%	31	11%	35	8%	41	13%

TABLE 11

STUDENTS' VOCATIONAL PREFERENCE

SUMMARY

		Number	Percent
Career Preference			
Business		399	22%
Sciences		120	7%
Professions		490	27%
Other		830	45%
	Total	1839	
Technician Specialty			
Yes		991	57%
No		746	43%
Accounting		71	6%
Aircraft Technician		43	4%
Architecture		62	5%
Automobile Mechanic		56	5%
Building Trades		25	2%
Business		194	17%
Commercial Artist		46	4%
Dental Technician		43	4%
Draftsman		74	6%
Electronic Technician		90	8%
Engineering Technician		56	5%
Food Store Management		11	1%
Medical Technician		31	3%
Music-Commercial		23	2%
Nursing		74	6%
Police Science		52	5%
Printing		34	3%
Secretarial Science		90	8%
Other		121	11%
	Total	1194	

if so, which one. Table 10 shows the data for the four high schools and Table 11 is a summary of the same data. A number of curricular implications may be drawn from the data. The very small percentage of students interested in a scientific vocation must be considered as well as the large number wishing to enter a business or professional career. Over half the students plan for a technical specialty for which preparation can be achieved in a two-year program of studies.

The range of technical specialties chosen is wide and rather evenly distributed. Only the area of business shows any significantly heavy preference. When the data of Table 11 are compared with that of Table 6 we see that student goals are not particularly well related to the available shortage occupations. This may imply the need for a greater emphasis on vocatioanl counseling. The fact remains that any two-year vocational programs offered at the new college should be planned with the data of Table 11 in mind.

5. Academic Aptitude. The aptitudes for academic work of the students likely to attend the new college should be determined before curricular offerings are planned. Sample data from two sources were obtained on the academic achievement and aptitudes of students from the contributing high schools. Table 12 contains data obtained at Los Angeles City College relating to the results of its entrance testing program. Students are admitted to the college on probation if their score on the School and College Aptitude Test places them in the lowest 11 percent of the national norm group. Six high schools shich are likely to send significant numbers of students to the new college are identified in the table by an asterisk. In 1965 an average of 39 percent of the graduates could be admitted to a college only on probationary status because of their very low test scores.

TABLE 12

ENTERING STUDENTS ON PROBATION

High School (All L A City Schools with more than 25 taking examination)	FALL 1965 No. Taking Exam.	FALL 1965 No. on Prob.	FALL 1965 % on Prob.	FALL 1964 No. Taking Exam.	FALL 1964 No. on Prob.	FALL 1964 % on Prob.	% Taking Exam. Who Registered Fall 1964
Fairfax	355	29	8%	295	17	6%	87%
Los Angeles	333	54	16%	292	47	16%	86%
*Manual Arts	285	119	42%	230	98	43%	64%
Marshall	237	17	7%	214	14	7%	83%
*Dorsey	234	48	21%	203	43	21%	81%
Hollywood	214	19	9%	181	16	9%	83%
Belmont	196	33	17%	168	32	19%	80%
Hamilton	173	11	6%	150	6	4%	83%
*Fremont	140	71	51%	138	44	32%	80%
*Washington	136	46	34%	98	24	24%	87%
*Jefferson	131	67	51%	115	46	40%	78%
*Jordan	68	39	57%	20	8	40%	Not available
Franklin	59	4	7%	56	4	7%	" "
Lincoln	44	12	27%	54	16	30%	" "
Roosevelt	39	8	21%	52	7	13%	" "
University	38	1	3%	26	1	4%	" "
Eagle Rock	32	1	3%	25	2	8%	" "
TOTAL LA CITY HIGH SCHOOLS	3063	632	20.6%	2487	465	18.7%	80.7%
TOTAL TAKING EXAMINATION	5496	1097	19.9%	4502	868	19.3%	79.0%
SIX STARRED SCHOOLS ONLY	994	390	39%	804	263	33%	

TABLE 13

APTITUDE AND ACHIEVEMENT LEVELS AT

THE FOUR NEAREST HIGH SCHOOLS

Mean Intelligence Quotients as measured by Henmon-Nelson Intelligence Test

	B11	A11
Mean I.Q.	93.68	91.64

Percentile ranks of Mean scores on achievement test*

Cooperative English Test	Contributing High Schools	All L A City High Schools
Reading Vocabulary	44	62
Reading Level	39	65
Reading Speed	42	60
English Expression	38	52
Iowa Test		
Quantitative Thinking	44	57

*Note: The figure 44 in Reading Vocabulary for Contributing High Schools means that the average student from the Contributing High Schools has a reading vocabulary equal to the 44th percentile on the national norm for this test.

Students in this category usually cannot benefit from a regular collegiate program and drop out of college very early when placed in such a program. Colleges throughout the nation have found it necessary to develop and offer special courses for these students if they are to be served and if they are to be retained in college long enough to receive any benefit from it. The data shows that in 1965, 39 percent of the graduates from the contributing high schools were in this probation group. It seems imperative that a special educational program for this group be offered at the new college. The program should be offered in enough classes to accommodate from 35 to 45 percent of the student population at the college.

Table 13 shows data corroborating the findings appearing in Table 12. The data was obtained from the results of the California State Testing Program administered at the four high schools nearest to the new college site. Note that the mean achievement test scores are significantly lower than scores of the national norm group.

IV. THE COLLEGE

1. Functions of The Junior College. The Master Plan for Higher Education in California clearly delineates the instructional functions of junior colleges. "The junior colleges will provide:

1. The first two years of a collegiate education for students planning to complete work for baccalaureate degrees
2. Two-year associate in arts degree programs with broad application for citizenship, health, family living, science, and basic communication needed by citizens
3. Vocational-technical, general education and training to prepare students for occupations which require two years of training or less
4. Counseling services sufficiently extensive to meet the needs of a nonselected group
5. Remedial courses for students whose preparation for their chosen curricula is inadequate
6. Vocational-technical, general education, and other appropriate programs for part-time students"*

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*The Master Plan for Higher Education, 1960, California State Department of Education

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Within this broad policy the Los Angeles City Board of Education has stated its policies regarding the junior colleges in a statement dated February 21, 1955. This policy statement follows:

"Program of the Junior Colleges.

A. Terminal-vocational education for those persons who will be employed after training in the occupations of the community,

such as the following:

Technical

Trade

Industrial

Manufacturing

Business

Laboratory Technicians

Semi-professional occupations, such as dental assistants and nursing

Office occupations

Distribution and merchandising

Communications

Agriculture and related fields of processing and marketing

Petroleum, mining, fisheries

Personal and public service

Music, art, literary and dramatic occupations

These and similar curricula shall be established only when approved by the State Board of Education and when a recognized need exists in the community. Such needs will be determined upon the advice of advisory committees selected from employer and employee groups and/or civic and educational organizations. A list of criteria for the establishment of new terminal-vocational courses has been prepared by the administrative staff. (See Appendixes B)

Terminal-vocational education shall also be available to persons already employed in the occupational fields listed above (occupational extension).

B. Transfer-certificate education for those who desire and need the first two years of a longer college program. Such persons may complete in the junior college the requirements for standing as third-year students in advanced degree-granting colleges or universities. The courses and curricula under this heading shall be the equivalent of lower division courses of other colleges

and universities in California, including state colleges, University of California, Stanford, University of Southern California, and all those institutions accredited by Western College Association.

C. The students enrolled in the junior colleges of Los Angeles will be either transfer-certificate students or terminal-vocational students. For all students in either category, instruction in health, citizenship, United States history, basic economics, and the fundamental tools of advanced learning will be included or available. There also will be available cultural courses in order that all students who so elect may have an opportunity to develop an appreciation of music, art, and literature."

2. Transfer Curricula. Basing our judgment upon the vocational and educational preferences of the students, the number of students to be served, and the estimated number who may be qualified to pursue a transfer program, it is recommended that the new college offer the following academic major:

Art	International Relations
Business Administration	Mathematics
Economics	Music
Education	Police Science
English	Physical Education
Foreign Language	Psychology
Political Science	Sociology
History	Speech
Home Economics	Theater Arts

Table 14 shows the percentage enrollments in these eighteen major fields as estimated from the experience at the existing junior colleges

TABLE 14

ESTIMATED ENROLLMENT BY TRANSFER MAJORS

Art	6%
Business Administration	40%
Economics	1%
Education	12%
English	3%
Foreign Languages	2%
Government - Political Science	4%
History	4%
Home Economics	3%
International Relations	1%
Mathematics	2%
Music	4%
Police Science	1%
Physical Education	5%
Psychology	5%
Sociology	3%
Speech	1%
Theater Arts	3%
	100%

of the district. Note that only two fields, Business Administration and Education, enroll any significant percentage of the students. The rest of them are widely and rather evenly distributed among the other major fields. Assuming a total enrollment at the college of 1,700 and assuming that about 20 percent of the students are interested in and qualified for a transfer program, we can estimate that about 340 to 350 students will carry transfer majors. This means a probable enrollment of 140 Business Administration majors, 42 Education majors, and a few students each in the remaining fields.

The absence of major offerings in the science and engineering fields is based both on the small number of students who indicated an interest in these subjects and on the inadvisability of installing the very expensive facilities and equipment necessary for instruction in these fields for such a small number of students. Sufficient science facilities must be provided to satisfy the general education requirements of the transfer institutions. However, this is much less expensive than making provisions for freshman and sophomore instruction in such a field as chemistry or physics. In fact, facilities for all the major fields listed in Table 14 with the exception of Art, Business Administration, Music, and Theater Arts might be considered as low cost installations when compared to the sciences. The exceptions above can be justified in view of the fact that these facilities will be used also by terminal students pursing a two-year program in these fields.

3. Vocational Curricula. The policy on the establishment of new occupational two-year courses in the junior colleges was established by the Los Angeles City Board of Education on February 21, 1955. This policy lists the following criteria to be met:

"1. To what extent does the occupational field offer employment opportunities to those who may be trained?

2. To what extent is the occupation sufficiently stable to warrant expenditure of public funds for a training program?

3. What will be the effects of scientific research and invention on this field of employment?

   Will a training program in this field be unreasonably expensive for the taxpayers to support because of technological changes or early obsolescence of physical facilities?

4. To what extent does the nature of organization with the occupation assure cooperation of the industry or occupation with the school program?

5. To what extent will community wealth or welfare be increased through the proposed program?

6. Will the training benefits of the proposed program be general in nature and serve a large area of the economy?

7. Are the skills and knowledge required for this occupation sufficient to warrant a junior college level training program?

8. Are there any legal conditions which might make the operation of the program difficult?

   Are licenses required of the workers in this field?

9. Would the proposed training program duplicate existing programs in other junior colleges or provided by other agencies?

10. What will be the cost of the program, and how will the cost be borne?

    Will any financial aid be available from sources outside the

local school district, such as Federal aid or veterans' support?

Can any aid be expected from the industry or occupation concerned? Special equipment? Instructional material?

11. Are qualified potential trainees available or can they be recruited for the proposed type of training?

12. Is it possible to recruit an efficient instructor or instructors for such a program?

13. Can the proper physical facilities be provided? Is some type of "work experience" possible?

14. How is the community need for this type of training expressed? By student applications? Waiting lists? By request of management? By request of labor? Parent-teacher groups? Taxpayers' association? Civic and service organizations? Veterans' groups? By Governmental agencies, such as Civil Service or public employment services?"

A survey of occupational curricula offered at nearby colleges, both in and out of the Los Angeles District was made. It is important to offer at the new college some curricula that are not available at other colleges in the district in order to attract students to the college from a wide area in the city. As college attendance is voluntary and as there are no internal boundaries in the junior college district, it is difficult to predict the success of this move. However, it is necessary to try in this way to prevent the college from attracting students from only the local community. This may prevent creation of a de facto segregated institution.

Considering this factor along with the interests and aptitudes of the students, it is recommended that the following occupational curricula be measured against the criteria established by the Board and implemented where they meet the criteria:

Business Fields

- Accounting
- Small Business Management
- Secretarial Science
- Office Machines
- General Clerical
- Salesmanship

Technical and Vocational Arts

- Building Trades
- Automotive Trades
- Electrical Trades
- Metalworking Trades
- Forestry
- Food Processing
- Interior Decoration
- Cosmetology

Home Economics

- Home Making
- Nursery School

Civil Service

- Police Science
- Fire Science
- Postal
- Office Specialties
- Technical Specialties
- Social Worker Aide

Para Medical Service

- Nursing
- Vocational Nursing
- Medical Assistant

Engineering Fields

- Drafting

It should be emphasized that in the area of technical and vocational arts no attempt should be made to duplicate the expensive and sophisticated facilities now located at Los Angeles Trade-Technical College which is located only eight miles from the new college. In particular, the area of training for the trades should be considered from the point of view of developing only entry level skills.

TABLE 15

OCCUPATIONAL CURRICULA AT NEARBY

JUNIOR COLLEGES

	L. A. City Junior Colleges					Other		
	WLA	TT	Harbor	LACC	ELA	El Cam		Cmnpt
Business								
Accounting	X	X	X	X	X	X		X
Small Bus. Mgmt.						X		
Secretarial	X	X	X	X	X	X		X
Office Machines			X		X			
General Clerical						X		X
Engineering								
Drafting, Arch.		X	X	X	X	X		
Drafting, Gen.					X			
Drafting, Mech.		X	X			X		
Home Economics								
Home Making			X	X	X	X		X
Nursery School			X	X				
Law and Police Science								
Police Science			X	X	X	X		X
Civil Service								
Postal								
Office Specialties								
Tech. Specialities								
Technical-Voc Arts								
Building Trades	X					X		
Auto Trades	X					X		X
Electrical Trades	X							
Metal Trades	X					X		
Fire Science			X		X			
Food Processing								
Paramedical								
Nursing			X	X	X	X		X
Vocational Nursing	X	X	X		X			X
X-Ray Technology				X				X
Medical Asst.					X			
Service								
Cosmetology	X					X		
Interior Decoration								
Forestry								

4. Developmental Program. It is evident from the data presented in Table 12 and 13 as well as from experience at other urban junior colleges that a significant percentage of the high school graduates entering the new college will either lack aptitude for regular college level academic work or will not have had the opportunity to achieve the academic background necessary for success in a college program of studies. If the need of such students are to be met, some special program that is designed to serve their needs must be included in the total college program.

We can identify in junior college practise three basic types of programs designed to provide suitable learning experience for this category of students. These approaches are clearly described in a recent article in the Junior College Journal.

*"The first, and by far the most common, involves the piecemeal offering of remedial or developmental courses. The avowed purpose of such offerings is to repair deficiencies, notably in the areas of English and mathematics, so that students may then enter college-transfer and technical-level courses. Most frequently these courses are taught by instructors with no special training who view them as distasteful chores that detract from the professional status of both instructor and institution. The major achievement of developmental courses has been to produce a more homogeneous grouping in college-transfer courses.

A second, more ambitious, approach consists of the structuring of a unified program of remedial courses of one or two semesters in length. Augmented by intensive counseling efforts, remedial courses are generally offered in the areas of mathematics, English, and social science. Even

where well-conceived and effectively administered, this approach, too, has certain limitations. By establishing as its objective the improvement of student capacities for doing college level work, it automatically dooms to failure as many as three of every four who enter the program. Further, these programs frequently offer the student only a single semester in which to demonstrate the capability for college work. Failure to do so results in disqualification.

A third avenue of attack is currently being pursued by a very limited number of community colleges, predominantly in major urban areas. Evolving from the remedial approach, the emphasis has shifted to a concept of terminal preparation for entrance into an occupation. This terminal-occupational emphasis appears far more realistic for most students who lack qualifications for entrance into standard course offering. Moreover, students demonstrating exceptional achievement may still be counseled into advanced work in the technical or transfer curriculum. The features of this program which appear to be particularly strong include:

1. The effort to have only volunteers teaching in the program.
2. The inclusion of basic skills in reading and communication.
3. The careful analysis of students' needs and capacities in light of program objectives."

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*"General Education for the Disadvantaged", Richard C. Richardson, Jr. and Paul A. Elsner, Junior College Journal, Vol. 36, No 4, December, 1965, pages 18-21.

An experimental program currently being offered and evaluated at Los Angeles City College attempts to serve the disadvantaged student

TABLE 16

SUBJECT AREAS FOR PHASE 1 AND 2

Transfer Majors

Art
Business Adminstration
Economics
Education
English
Foreign Language
Government-Political Science
History
Home Economics
International Relations
Mathematics
Police Science
Physical Education
Psychology
Sociology
Speech
Theater Arts

General Education Requirements

Chemistry
Earth Sciences
Life Sciences
Physics

Occupational Curricula

Business Fields

Accounting
Small Business Management
Secretarial Science
Office Machines
General Clerical
Salesmanship

Engineering Fields

Drafting

Home Economics

Home Making
Nursery School

Nursing

Nursing
Vocational Nursing
Medical Assistant

Civil Service

Police Science
Fire Science
Postal
Office Specialties
Technical Specialties
Social Worker Aide

Technical and Vocational Arts

Building Trades
Automotive Trades
Electrical Trades
Metalworking Trades
Forestry
Food Processing
Interior Decoration

and seems to fit into the third category of programs mentioned above. It is suggested that a strong developmental program of this type be offered at the new college. Sufficient class sections should be scheduled to accommodate approximately 40 to 45 percent of the entering students at the college. Consideration should be given to modeling this program along the lines of the one already being used at City College and reported in the following LACC Counseling Center Research Studies: No. 64-15, An Experimental Program for "Low Ability" Students (First Progress Report), No. 65-2, Interrelationships Between Selected Psychological and Academic Measures in an Experimental Program for "Low Ability" Students, and No. 66-1, An Experimental Program for "Low Ability" Students (Second Progress Report).

5. Counseling. It seems clear from the data gathered on the students and the community that more emphasis on both educational and vocational guidance needs to be incorporated into the new college program than is the case in the other colleges of the district. In discussing training and employment the McCone Report says, "In most programs, two essential elements seem to be missing. The first is *"attitudinal training" to help the candidate develop the necessary motivation, certain basic principles of conduct, and essential communication skills, all of which are necessary for success in the training course and for the employment to follow. The second is counseling, a service necessary if use is to be made of the particular skills, interest, and attitudes of the candidate".

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*Ibid. p. 43

It is clear that the current student to counselor ratio of 1000 to 1 is not sufficient to perform the kind of counseling and guidance required

by the students at the new college. It is recommended that a ratio of no more than 250 to 1 be implemented. This would mean a counseling staff of no less than seven full-time counseling positions.

6. Evening Programs. It is assumed that the new college will offer such evening programs as the interests of the community warrants and the facilities provided for the day program makes possible. Experience at other urban junior colleges indicates that an enrollment almost as large as that in the day program may be expected. It is likely that the curriculum required in the evening will be oriented toward transfer, vocational, and general education objectives. The area of developmental studies should only be opened up if a need develops. It is not expected that the need for developmental studies will be very great in the evening, certainly not in the same proportions as in the day program.

7. The College Organization. Another aspect of the college which will influence the building program is the organization of the academic departments or divisions. As the new college will probably have a relatively small enrollment of students for a number of years, it is suggested that a division type of academic organization be used. Table 17 shows a suggested organization incorporating nine divisions. Note that the developmental studies program is organized into a separate division. The very size of this program would indicate the value of having a division responsible for its operation. If this division organization is acceptable, then the location of and number of office stations should be determined accordingly.

8. Co-curricular Programs. A primary purpose in the development of a new college at the Imperial and Western site is to provide cultural advantages to the communities in the south-central region of Los Angeles

which they do not possess at the present time. Consequently the co-curricular activities should receive the same strong emphasis as is accorded to the academic program. Facilities and programs for student government, cultural activities in the arts, music, and theater, as well as forums on current issues need to be provided. No less emphasis should be placed on athletic and recreational facilities. Finally, the service of food and provisions for dining should be as fine as funds will permit. It is for this reason that the cafeteria and student center are recommended for construction in the first building phase.

9. Physical Facilities. It is assumed that the new college will be constructed in four building phases. Table 18 shows the recommended order in which the various buildings should be provided. Note that Phase 1 provides for a transfer program with subject fields as indicated in Table 16. Also in the first phase we provide for a technical-vocational building, a library-learning center which can accommodate the developmental program along with the other curricula, and a cafeteria, and a student center.

Incorporating the administrative facilities in a building with two of the academic departments will permit adequate facilities for admissions, counseling, and other non-instructional aspects of the college at an early date.

A study should be made to determine the need in the community surrounding the new campus site for an auditorium in which cultural and civic programs could be brought to both the students and the residents of the community. The cost of such a facility is high. Therefore the justification for its inclusion in the Master Plan and the phase in which it might be included should be carefully considered.

TABLE 17

DIVISION ORGANIZATION

Divisions

1. Business Sciences

   Business Administration, Secretarial Sciences, Law, Police Science

2. Communications

   English, Speech, Foreign Languages, Philosophy

3. Developmental Programs

   Terminal General Education

4. Fine Arts

   Art, Music, Theater Arts

5. Home Economics

6. Mathematics and Natural Sciences

   Mathematics, Chemistry, Earth Sciences, Life Sciences, Physics, Engineering

7. Physical Education

   Men's Physical Education, Women's Physical Education

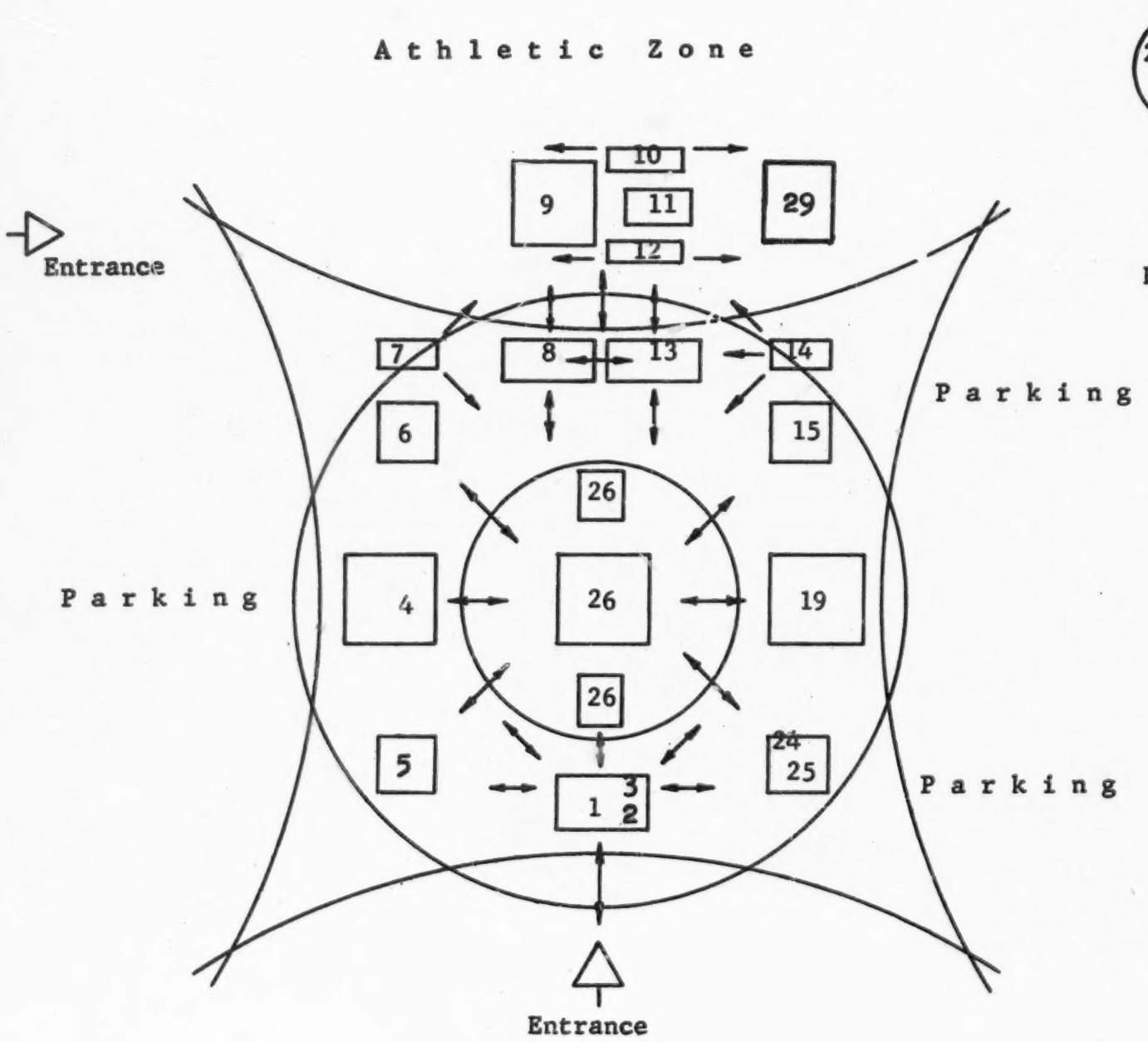
8. Social Sciences

   Anthropology, History, Political Science, Psychology, Sociology

9. Technical and Vocational Arts

   The Trades, Forestry, Civil Service, Interior Decoration, Food Processing, Nursing.

TABLE 18



SCHEMATIC MASTER PLAN LAYOUT
(Not to Scale)

This layout shows the integral relationships between the instructional program and the location of the buildings. There are always conflicting balances; however, it is believed the above is probably the arrangement in accordance with the best principles of facility interrelationships and should serve as a guide when making the master plan.

LEGEND

No.	Phase	
1	2	Administration
2	2	Art
3	2	Business
4	3	Drama
5	3	Speech
6	3	Music
7	4	Gardener & Equip. Storage
8	1	Student Center & Store
9	3	Gymnasium
10	1	Men's Showers & Lockers
11	5	Swimming Pool
12	1	Women's Showers & Lockers
13	1	Cafeteria
14	4	Shipping & Receiving
15		Science Center:
	4	Chemistry
	4	Earth Science
	4	Life Science
	4	Physics
19		Academic Center:
	1	English
	1	Foreign Language
	1	Journalism
	1	Psychology & Philosophy
	1	Social Science
24	2	Engineering
25	2	Mathematics
26	1	Library & Learning Center
27	1	Track & Field Facilities
28	5	Bleachers
29	1	Technical-Vocational

TABLE 19

CO-CURRICULAR ASPECTS OF THE COLLEGE

Student Activities	Student Services
Student government	Health services
Student publications	Bookstore
Service clubs	Parking
Interest clubs	Placement bureau
Athletics	Scholarships and loans
Lecture-film series	Business management
Social activities	Food services

10. Use of Community Resources. It is likely that efficient use can be made of certain public and private facilities that exist in the community near the campus site during the early construction phases. I refer here to such things as using the athletic stadium at Washington High School for footbal games, using the locker, shower, pool, and other recreational facilities at Sportsman Park for physical education classes, and housing of support facilities such as custodial supplies or even classrooms in buildings adjacent to the campus.

11. An Interim Program. Completion of Phase I of a college building program requires from two and one-half to three years. It may be desirable to start some classes in the south-central area on a temporary basis before the permanent facilities are ready for occupancy. The following is one possible program which would provide opportunity for some of the high school graduates of the area to begin a college career. It should be noted that this program contains some preliminary courses and some courses which bear transfer credit at four-year colleges.

It is possible that this temporary program would move to the new campus when it is opened and would be absorbed into the permanent program there. However, for economy of operation it seems reasonable to make the temporary operation the responsibility of one of the existing colleges rather than to set up a new administrative staff to supervise the program.

A TEMPORARY PROGRAM

SOUTH-CENTRAL COLLEGE

	Fall 1966	Spring 1967
Accounting 21-22	2 sections acct 21	1 section 22
Business 1-3	2 sections Bus 1	2 sections 1 & 1 of 3
English 21	8 sections Engl 21	7 sections 21
English 1-2	2 sections Engl 1	2 sections 1 & 1 of 2
History 31	3 sections Hist 31	3 sections 31
History 11-12	2 sections Hist 11	2 sections 12
Math 30	3 sections Math 30	3 sections 30
Math 31	1 section Math 31	1 section 31
Math 32	1 section Math 32	1 section 32
Math 7-8	1 section Math 7	1 section 8
Speech 31	3 sections Speech 31	2 sections 31
Speech 1-3	2 sections Speech 1	2 sections 1 & 1 of 3
Psych 30	3 sections Psych 30	3 sections 30
Psych 20	1 section Psych 20	1 section 20
Psych 1	1 section Psych 1	1 section 1

Requirements

3 classrooms x 8 hours/da x 5 days = 120 $\frac{\text{classroom hours}}{\text{week}}$

8 full-time instructors and 1 librarian

- 1 Business Administration
- 2 English
- 1 History
- 2 Mathematics
- 1 Speech
- 1 Psychology

1 full-time counselor

Housing Required

3 general purpose classrooms, 2 with 50 tablet-arm chairs and 1 with tables and 40 chairs.

1 library room and office

1 suite of instructors' offices for 8 instructors

1 suite of offices for Admissions

1 suite of administrators' offices

1 supply and storage room

2 sanitary facilities for men and women

Housing Desirable

1 eating area with vending machines

1 study and reading room

1 conference room

Capacity

100% utilization would service 393 A.D.A.

12. Experimentation. It is felt that many conditions will exist at the new college which will need careful study. Many of the students will come from environments that are culturally deprived. In some cases the earlier educational opportunities of the students may have been limited. The problems of the urban college serving the core of the city will be present. Every effort should be made to solve these problems to the benefit of the students involved and to education in general.

Some arrangements might be made with universities nearby to develop research projects in cooperation with the new college to study sociological, psychological, and educational phenomena. Federal and foundation grants might be solicited for the development of novel programs and methods of instruction. It would be a healthy situation if the new college and its staff would be regarded as a great laboratory devoted to solving the problems of higher education in the inner city.

V. SUMMARY OF RECOMMENDATIONS

The following summary of the recommendations that appear in the report is provided for quick reference.

1. Transfer Curricula. It is recommended that the college offer a number of high quality programs in certain of the liberal arts majors. (See page 27.)

2. Vocational Curriculum. It is recommended that the college offer a number of vocational curricula. Some of these are chosen from those specialties not offered elsewhere in the Los Angeles City Junior College District. (See page 29.)

3. Developmental Program. It is recommended that the college offer a program of developmental studies which has two objectives: (1) to raise the academic performance to a level sufficient for success in the transfer or vocational curricula for those students for which this is possible; (2) to provide terminal general education for those students who cannot achieve such a level of academic performance and for whom this curriculum is likely to be their last formal school program. (See page 34.)

4. Counseling. It is recommended that a staff of qualified counselors be assigned in sufficient numbers to provide a student-counselor ratio of no more than 250 to 1. (See page 37.)

5. Evening Programs. It is recommended that the college offer those evening programs that community interest warrant which can be served by the facilities provided for the day program. (See page 38.)

6. College Organization. It is recommended that the college be organized into nine academic divisions for administrative purposes. (See page 38.)

7. Co-curricular Programs. It is recommended that facilities for an extensive co-curricular program be provided in the earliest construction phase. (See page 38.)

8. Physical Facilities. It is recommended that the buildings be constructed in the order listed in Table 18. (See page 39.)

9. Use of Community Resources. It is recommended that nearby public and private facilities be considered for use during the early phases of the building program. (See page 43.)

10. An Interim Program. It is recommended that an interim program starting at an early date be considered for implementation. (See page 44.)

11. Experimentation. It is recommended that the unique social and educational aspects of the new college be the subject of intensive and extensive research. (See page 46.)

VI. ACKNOWLEDGMENTS

We acknowledge the contributions of many persons in gathering the data, developing the ideas and giving constructive criticism in this study.

1. The Advisory Committee. An Advisory Committee was selected and met on December 27, 1965, and again on January 24, 1966, for the purpose of giving advice and counsel on the program of the new college. The committee consisted of the following persons:

Mr. Sam Barbas, nominated by Councilman Mills

Mr. Blyden Boyle, nominated by Councilman Mills

Mr. Roy Briggs, representing the Southside Chamber of Commerce

Mrs. Adele Cannon, representing the South-Central J. C. Committee

Mrs. Inez C. Caston, nominated by Councilman Mills

Mr. Edwin Dean, Jr., representing the Inglewood Daily News

Mr. Douglas Dollarhide, nominated by Councilman Bradley

Mr. Philip Earl, representing the Merchants & Manufacturers Assoc.

Mr. George M. Eltinge, Board Chairman of Imperial Bank

Mr. Morris Ewing, representing the South-Central J. C. Committee

Mr. Theodore Fulkerson, representing the Ajax Boiler & Heater Co.

Mr. Lloyd Goddard, nominated by Councilman Bradley

Mr. Bob Greene, representing the Greene Stationers

Mr. Alfred C. Krueger, representing the Bank of America, Florence-Holmes Branch

Mrs. Joy Lee, representing the Real Estate Division, Safeway Stores

Mr. John Machado, representing the Southwest L. A. Kiwanis Club

Mr. Robert Matheny, representing the Bank of America, Hawthorne Branch

Mr. William McLeod, representing the North American Aviation, Inc.

Mr. Joseph Murdock, representing Laborers and Hodcarriers #300, AFL-CIO

Mrs. Stella Robinson, nominated by Representative Hawkins

Mr. Daniel R. Schein, Public Information Officer

Mrs. Oddys Shaw, representing Welfare Planning Council, South-Central

Mr. Lawrence Smith, representing the South-Central J. C. Committee

Mr. Tom Staiger, representing the Globe Electrical Manufacturing Co.

Mrs. Marnesba Tackett, nominated by Councilman Bradley

Mr. Byron Taylor, representing the Taylor Millworks & Stair Company

Mr. Wayne Taylor, representing the South-Central J. C. Committee

Mr. Donald D. Weddle, Administrative Assistant to Mr. Unruh

Mr. George Williams, nominated by Councilman Mills

2. Resource Persons. The following persons were helpful in gathering data for the study and in presenting ideas useful in the development of the recommendations:

Mr. Arthur Andresen, Assistant Superintendent, Area A

Mr. Thomas Bradley, Los Angeles City Councilman

Mr. Clark Beardsley, Principal, Gardena High School

Dr. Howard A. Bowman, Director, Measurement and Evaluation Section

Mr. Ben K. Gold, Counselor, Los Angeles City College

Mr. D. Eugene Kinnett, Supervisor, Educational Housing Branch

Mr. Billy Mills, Los Angeles City Councilman

Dr. Gaylord Pitts, California State Employment Service

Mr. Richard Ragus, Principal, Washington High School

Mr. Thomas W. Reilly, Information Officer

Mr. Robert Reinhard, Principal, Fremont High School

Mr. Donald F. Reynolds, Supervisor, Trade and Technical Education

Dr. William J. Settle, Principal, Jordan High School

Mrs. Odessa Cox, South-Central Junior College Committee

Mr. T. Curtis Washington, Administrative Analyst

Mr. William J. Williams, Congressional Field Director for
Congressman Augustus F. Hawkins

Mr. G. H. Womble, Supervision, Educational Housing Branch

In addition to the preceeding names, meetings were held with the College Curriculum Coordinating Council and with the presidents of the junior colleges.

APPENDIX

EMPLOYMENT QUESTIONNAIRE

LOS ANGELES CITY JUNIOR COLLEGE DISTRICT

Name: _____

Parent's Name: _____

Address: _____

School Attending: _____ Grade: _____ Sex: _____

How much additional education do you plan to complete? (Check one)

trade school ___, 2-year junior college ___, 4-year college ___

For what career do you want to prepare yourself? (Name the specific job)

_____

Are you interested in studying to be a skilled technician? (Requires high school and often some junior college work) Yes ___ No ___

If so, in which of the following occupations? (Circle)

Accounting
Aircraft Mechanics
Architecture
Auto Mechanics
Building Construction
Business - General
Commercial Art
Dental Technology
Drafting
Electronics Technology
Engineering Technology
Food Store Management
Medical Technology
Music - Commercial
Nursing
Police Science
Printing
Secretarial Science
Other (Name the occupation)

Are you interested in completing a 4-year college course? _____

If so, name the major subject field. _____

If you plan to attend a junior college, name the one you wish to attend.

_____

MINUTES

ADVISORY COMMITTEE MEETING

December 27, 1965

The meeting was called to order at 7:00 p.m. Dr. Horton explained the purpose of the Advisory Committee in terms of communication with the community, and interchange of ideas between the Advisory Committee personnel and the junior college staff.

Mr. Coultas discussed the building program and the phases in which the new college would be built. He pointed out the need for additional financing for capital outlay and mentioned the need for a bond election or a tax override in November of 1966.

Dr. Horton presented the findings of a study he is making of the community to be served by the new college and the students who will attend. A number of tables giving detailed information were presented.

Following a brief recess, a round table discussion was held in which members of the junior college staff and housing branch staff answered questions and solicited comments from the Advisory Committee on the proposed additional program and building plans for the new college.

MINUTES

ADVISORY COMMITTEE MEETING

JANUARY 24, 1966

The meeting was called to order at 7:00 p.m. at Los Angeles City College. Mr. Walter Coultas gave a resume of the subjects discussed at the December 27 meeting.

Dr. Robert Horton presented and discussed a series of slides showing the findings of a survey of high school seniors. The survey gave data regarding vocational goals, educational goals, academic aptitudes, and academic achievements of a representative sample of students from four high schools which would contribute students to the new college.

Next the co-curricular aspects of the college were listed and discussed. At this point a prepared statement critical of some aspects of the study was read by a representative of the South-Central College Committee, a citizens group representing that area of Los Angeles. Mrs. Georgiana Hardy, Board Member, also expressed concern about the findings of the study and its use in planning the college.

After a coffee break, discussion of the points raised in criticism ensued. Further charts were shown indicating recommended transfer, vocational, and developmental programs for the college and finally a recommended order of building phases. Lengthy discussion ensued covering all the points, criticisms, and recommendations raised earlier in the meeting.